

RUTHERFORD PUBLIC SCHOOLS

GRADES 7 & 8

**THREE DIMENSIONAL DESIGN
CURRICULUM**

2016

Revision to Remove CCSS and Replace with NJSL – Approved by the RBOE:

1. INTRODUCTION/OVERVIEW/PHILOSOPHY

Three Dimensional Design provides students with the opportunity to develop a basic knowledge and understanding of organizing forms in three dimensions. Students use materials to explore line, plane and volume. Experiences include working with plaster, paper, found objects, cardboard and clay. Emphasis will be on experimentation, the development of technical skill and creative problem solving.

2. OBJECTIVES

A. NEW JERSEY STUDENT LEARNING STANDARDS

For a complete copy of the NJ Student Learning Standards for Visual and Performing Arts, Technology, and 21st Century Life and Careers, please visit the following website:

<http://www.state.nj.us/education/cccs/>

VISUAL AND PERFORMING ARTS

STANDARD 1.1

THE CREATIVE PROCESS: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

STANDARD 1.2

HISTORY OF THE ARTS AND CULTURE: All students will understand the role, development, and influence of the arts throughout history and across cultures.

STANDARD 1.3

PERFORMING: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

STANDARD 1.4

AESTHETIC RESPONSES & CRITIQUE METHODOLOGIES: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

TECHNOLOGY**STANDARD 8.1**

TECHNOLOGY: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively to create and communicate knowledge

21st CENTURY LIFE and CAREERS**STANDARD 9.2**

CAREER AWARENESS, EXPLORATION, AND PREPARATION: Review career goals and determine steps necessary for attainment

CAREER READY PRACTICES

CRP1: Act as a responsible and contributing student

CRP2: Apply appropriate academic and technical skills

CRP3: Attend to personal health and well-being

B. COURSE OUTLINE

All standards cited in course outline are through Grade 8.

- Students will develop the ability to effectively use:
 - Paper forms
 - Cardboard
 - Plaster
 - Clay
 - Wire
 - Found objects

- Students will be able to demonstrate:
 - Basic hand building techniques
 - Successful manipulation of forms
 - Cutting skills (scissors, x-acto knives)
 - Understanding of sculpture as an art form
 - Appreciation for relief sculpture
 - Ability to develop a preliminary sketch for reference
 - Proper care of materials

- Students will develop an understanding of the elements of design:

- Line
 - Shape
 - Form
 - Space
 - Value
 - Color
 - Texture
- Students will develop an awareness of basic sculptural terms:
 - Shape
 - Form
 - Low relief sculpture
 - High relief sculpture
 - Pinching
 - Sculpting
 - Glaze
 - Arrangement
 - Value for his/her work and the work of others in terms of time, effort, and energy needed for its completion.
 - Ability to work on an individual basis, as well as with a group.
 - Use of proper art terminology.
 - Individual and group critique of student artwork as well as various pieces of art from different cultures and historical time periods.

3. PROFICIENCY LEVELS

Three Dimensional Design is an elective open to students in Grades 7 and 8. There is no prerequisite.

4. METHODS OF ASSESSMENT

- **Student Assessment**

Student progress and achievements are assessed through a variety of techniques that include, but are not limited to, the following items:

- Individual/group critiques
- Teacher observation
- Class participation
- Projects

- Display of students' work
- **Curriculum/Teacher Assessment**

There will be an ongoing self and department assessment to determine the effectiveness of all aspects of the art program.

- Teacher/departmental meetings
- Teacher observations
- Completed projects
- Art displays
- Self evaluation/PDP
- Supervisor/principal evaluations
- Suggestions for changes to area supervisor

5. GROUPING

Three Dimensional Design is an elective course open to students in Grades 7 and 8.

6. ARTICULATION/SCOPE AND SEQUENCE/TIME FRAME

Three Dimensional Design is a one-semester elective course.

7. RESOURCES

- Art and resource books
- Art prints
- Art articles (Artnet, ARTnews)
- Computer
- Videos
- Materials and Tools
 - Paper
 - Model Magic
 - Plaster strips
 - Hand building tools
 - Cardboard
 - X-Acto knives
 - Wire
 - Paint (acrylic, tempera)
 - Found/recycled objects
 - Mounting and display materials
 - Ink

8. METHODOLOGIES

The following is a list of some of the basic methodologies used in grade 7 and 8 art lessons:

- Introduction including project samples, videos, prints, or posters
- Outline of procedures necessary to complete a project
- Discussion of lesson objective
- Student procedures for completing projects based upon class time
- Teacher demonstration, including various steps for creation of project
- Student preliminary sketches
- Class critique of completed projects
- Self-evaluation of completed projects
- Teacher evaluation of completed projects

9. SUGGESTED ACTIVITIES

- Preliminary sketches
- Experimentation with low/high relief sculpture:
 - Paper
 - Constructing forms
 - Rolling
 - Bending
 - Folding
 - Gluing
 - Cutting
 - Plaster
 - Casting
 - Molding
 - Manipulation of forms
 - Cardboard
 - Cutting
 - Gluing
 - Layering
 - Wire
 - Contour Line
 - Bending
 - Overlapping
 - Printmaking
 - Carving on clay or linoleum block
 - Clay

10. DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
 - ◆ Word walls
 - ◆ Sentence frames
 - ◆ Think-pair-share
 - ◆ Cooperative learning groups
- teacher think-alouds

11. INTERDISCIPLINARY CONNECTIONS

This course reinforces concepts taught in:

- Social Studies

- Humanities Seminar
- Mathematics
- Language Arts Literacy
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2
- Emphasis on importance of proper nutrition for student learning CRP3

12. PROFESSIONAL DEVELOPMENT

As per the PDP/100 hour statement: the teacher will continue to improve expertise through participation in a variety of professional development opportunities.

13. CURRICULUM MAP- DRAWING AND DESIGN

Class	September/ February	October/March	November/April	December/May	January/June
Three Dimensional Design	<ul style="list-style-type: none"> • Safety procedures and guidelines • Sketch requirements • Tool names, definitions and uses • Introduction to low/high relief sculpture 	<ul style="list-style-type: none"> • Continuation of relief sculpture • Creation of paper forms • Experimentation with folding, rolling, bending and gluing forms. 	<ul style="list-style-type: none"> • Experimentation with cardboard • Process of layering and overlapping forms • Cutting techniques 	<ul style="list-style-type: none"> • Introduction to plaster • Overview of terms: casting, molding • Casting process • Painting plaster casts 	<ul style="list-style-type: none"> • Review of contour line • Using wire to create contour forms